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content himself with a simple rectangular wall for protection against the wind. In colder and windy climates he will endeavor to make the walls of his abode impermeable for the wind and avoid all unnecessary openings. In rainy climates pitched roofs are used very generally, or other devices are applied which serve the purpose of carrying off the rain. Difference in material of construction is principally due to geographical causes. Lack of wood led to the development of the art of using skin and, later on, clay. The author passes in review a number of similar phenomena, and points out the importance of sociological facts in the development of architecture.

*Erfahrungen zur Entwicklungsgeschichte der Völkergedanken.* K. VON DEN STEINEN. Globus, Vol. 56, p. 11.

The author of this ingenious paper has won well deserved renown by his expeditions through the interior of Brazil and the conclusions which he draws from his wide and varied experience will not fail to attract the attention of anthropologists. He claims that "animism" necessarily developed, as soon as man began to speak, because the similarity of speech and the production of sounds by other beings must lead to this belief. He assumes, and this is, we believe, an original idea of Von Steinen, that a limitation of the idea of animism followed the invention of instruments, of objects which do not develop or come into existence, without the co-operation of man. The author believes that when objects were first made or modified by man, according to the will of man, the idea of causality first originated. We do not see quite clearly why such should have been the case, as animism is certainly an attempt at explaining the phenomena of nature. Besides this, utensils were considered by many primitive tribes as possessing souls, sometimes even more than stones, wood and similar natural objects. The *apeçu* gives a number of ingenious ideas which supplement those developed by Spencer and other authors.

*The Psychology of Prejudice.* Prof. G. T. W. PATRICK. Popular Science Monthly, March, 1890.

Prof. Patrick explains the phenomena of apperception, with ample illustration and agreeable style, especially in the fields of opinion and action, where they appear as prejudice and habit.

*European Schools, or what I saw in the Schools of Germany, Austria and Switzerland.* L. R. KLEMM, Ph. D. International Education Series. Vol. XII. New York, 1889.

This note-book is of unusual value. The author records facts not theories, describes concrete lessons not school curricula, and, instead of padding his book with pedagogical platitudes, gives three or four hundred pencil sketches of educational devices, samples of pupil's drawing, and the like, personally observed. A large part of the book is devoted to German schools. The work described shows that in Germany the effort is made to base education upon psychology, and that the teachers have at least learned to utilize the spontaneous interests of children. The description of the School for Dullards at Elberfeld, and the concrete examples of work done at the *Francke Stiftungen* are of special psychological interest.

*Zur Psychologie der Taschenspielerkunst.* MAX DESSOIR. Nord und Süd, Heft 155, 1890. pp. 29.

In this very readable essay Dessoir has attempted an analysis of the points of psychological interest in the performance of the ordinary stage conjurer. The essay begins with an historical sketch of conjuring and conjurers, showing the steady improvement in the tone of these

performances, an improvement largely consisting in the substitution of psychological for purely mechanical modes of deception. The successful tricks of to-day are in their construction essentially psychological. They are arranged so as to precisely imitate the condition of affairs under which the most natural inference would be the true one, and yet the circumstances really make it as false as possible. Of course manual skill always has been, and still is, one of the essential requisites, but manual skill alone never makes a conjurer of the highest order. The by-play and the mode of presenting a trick so as to divert attention from the real doing of it are far more important; the truly great conjurer produces an atmosphere of confidence in what he says and does, and at the same time such a feeling of bewilderment and astonishment that the simplest trick is invested by the spectator with a halo of the miraculous. To illustrate these general principles a number of tricks are analyzed and a number of the rules of the trade are brought together, all tending to show the psychological insight of these adepts at deception. To simulate the ordinary forms of perception and inference, these must be correctly understood both objectively and subjectively, and hence the importance of the psychology of deception.

*Recherches sur les mouvements chez quelques jeunes enfants.* A. BINET.  
Revue philosophique. Mars, 1890.

The observations of M. Binet cover four topics: the movements of walking, bilateralism, automatism, and reaction-times. The age at which a child begins to walk is not fixed and certain, but depends on its strength and many other circumstances among which the psychic character of the child (its power of attention) has a place. Binet like Preyer finds these movements not acquired by imitation, but instinctive. In a baby only three weeks old, so held that the soles of its bare feet received the stimulus of contact, he noticed the alternate movements of walking. In another child of about the same age the movements were not to be observed; in still others, however, even younger they were seen. Spontaneous movements in very young children are almost always bilateral, (simultaneous or alternate) as any one may prove to himself by counting, but are almost entirely unilateral in a child of three years. Some of the actions that Binet describes as *automatic*, e. g., the unconscious closing of the hand when an object is placed in the palm, seem more properly reflex. Between these and the automatism of double-personality cases, the author suggests a possible similarity, though he would not press it too far on so few observations; also between the preservation of attitudes (as when a child remains immovable in the midst of some action half performed, because its attention has suddenly been diverted) and the fixed attitudes of catalepsy. In the infant this splitting up of the psychic activities into independent groups would be a sign only that the fixed systematizations of the adult mind were yet to come. The reaction-times of children from three and a half to seven years old to sound, registered with a Marey tambour, were from .440 to .660 sec., against .140 for grown persons using the same apparatus, results similar to those reached by Herzen. The maxima and minima were .750—1.300 and 190—200 respectively, and the reaction-times quite irregular. The contraction made in response seems to last longer with the child than the adult and to reach its maximum amount less quickly. The most rapid rate of closure of the thumb and finger upon a rubber tube was for children 7-12 in four seconds, for adults on the average 18. Binet observed in a child less than three weeks old, who had never been allowed to fall, an instinctive dread of being held in an insecure position.

*Education of Laura D. Bridgman.*

Almost the only sources of first hand information in regard to the beginnings of Laura Bridgman's education are the reports of Dr. Howe,